

Grade Three

Movement Skills and Movement Knowledge

Standard 1

The student will be competent in many movement activities.

Students in **grade three** who meet this standard will be able to:

- Develop a sequence of physical activities and movement patterns that match appropriately (rhythm, speed, emotion, etc.) to a selection of music.
- Dribble a ball continuously, using the hands or feet to control it.
- Use a variety of body shapes, levels, and pathways in simple sequences of movement.

The following are assignments and tasks that might be used to meet the standard:

- Students will perform folk, square, and creative dance activities that demonstrate different patterns, pathways, sequences, shapes, and levels.
- Students will combine a balance, a roll, and a traveling action into a tumbling sequence. The sequence must include all the components and have a clear beginning and ending with smooth transitions between the various skills.

Standard 2 The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.

Students in **grade three** who meet this standard will be able to:

- Recognize similar movement concepts in a variety of skills. For example, an underhand movement can be used in a variety of activities.
- Identify critical elements of locomotor movement.
- Use feedback to improve performance.
- Understand how to stop and start movement.
- Learn to focus on important cues and adjust movement to specific situations.

The following is a task that might be used to meet the standard:

- Students will view photographs or videos of professional dancers, elite gymnasts, and other sport performers in action and will identify and compare the movement patterns and the critical elements that contribute to successful performance of the movement. Students will demonstrate a movement skill for a partner or group. Partners will compare that movement to the movement in the photograph or video.

Standard 3 The student will achieve and maintain a health-enhancing level of physical fitness.

Students in **grade three** who meet this standard will be able to:

- Identify the components of health-related fitness.
- Describe the importance of warming up and cooling down as a part of aerobic activities.
- Participate in aerobic activity for extended periods of time (ten minutes, for example).

The following is a task that might be used to meet the standard:

- Students will receive training and practice in the components of health-related fitness (cardiorespiratory fitness, abdominal and upper-body muscular strength and endurance, flexibility, and body composition) and will design an exercise circuit or stations that use these components.

Self-image and Personal Development

Standard 4

The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.

Students in **grade three** who meet this standard will be able to:

- Identify benefits gained from participating in physical activity.
- Participate in regular physical activity that encourages appropriate social interaction.
- Use physical activity as a means of self-expression.

The following is a task that might be used to meet the standard:

- Students select a physical activity that provides an opportunity for them to express enjoyment. Students describe why the activity is a means of self-expression and tell other benefits they receive that contribute to a healthy lifestyle.

Standard 5

The student will demonstrate responsible personal behavior while participating in movement activities.

Students in **grade three** who meet this standard will be able to:

- Work independently and on task during physical education activities.
- Follow rules, procedures, and etiquette with minimal adult direction.

The following is an assignment that might be used to meet the standard:

- Students will be monitored by the teacher for on-task behavior. Students will demonstrate on-task behavior 90 percent of the time.

Social Development

Standard 6 **The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.**

Students in **grade three** who meet this standard will be able to:

- Play cooperatively in groups of three to five.
- Work productively with partners toward a goal.
- Invite a peer to take a turn at a piece of apparatus before repeating a turn.
- Identify and accept differences in each other's physical performance.

The following is a task that might be used to meet the standard:

- Students will form small groups by themselves without excluding any classmates. The groups will solve motor challenges or problems that require planning, cooperation, and sharing, such as in class flee games like “dragons trails.”

Standard 7 **The student will understand the interrelationship between history and culture and games, sports, play, and dance.**

Students in **grade three** who meet this standard will be able to:

- Explain how their physical education program has changed since kindergarten.

The following is a task that might be used to meet the standard:

- Students create a time line that illustrates the different kinds of physical activity they enjoyed during their kindergarten and first-, second-, and third-grade years. The illustrations should show how their abilities and activities have changed over time.